

LEA: _____ Principal: _____

School: _____ Interviewer: _____ Date: _____

1	What are the best things about your school's special education program?	No right answers

2	Child Find	• 0
2a	Please describe four ways your school assists students who are experiencing academic and social/behavioral difficulties.	1. 25
2		2. 50
		3. 75
		4. 100
2d	What are two of your responsibilities when a student is referred for a special education evaluation?	• 0
		1. 50
		2. 100

3	Evaluation and Eligibility	• 0
3a	Who are the required members of the evaluation/eligibility team?	1. 33
		2. 66
		3. 100
3b	Describe two ways in which you participate in the evaluation process.	• 0
		1. 50
		2. 100

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

3g	<div data-bbox="203 157 1291 220">How does your team determine whether or not the student's suspected disability is due to a lack of instruction in reading and math?</div> <div data-bbox="203 220 1291 457"></div>	<ul style="list-style-type: none"> • 0 1. 100
4	IEP	<ul style="list-style-type: none"> • 0
4a	<div data-bbox="203 525 1291 562">Who are the required members of the IEP team?</div> <div data-bbox="203 562 1291 825"></div>	<ul style="list-style-type: none"> 1. 25 2. 50 3. 75 4. 100
4b	<div data-bbox="203 825 1291 871">Describe two of your responsibilities in the IEP process.</div> <div data-bbox="203 871 1291 1108"></div>	<ul style="list-style-type: none"> • 0 1. 50 2. 100
4d	<div data-bbox="203 1108 1291 1171">What do you do to ensure the people implementing the IEP coordinate their efforts and services?</div> <div data-bbox="203 1171 1291 1402"></div>	<ul style="list-style-type: none"> • 0 1. 100
4e	<div data-bbox="203 1402 1291 1444">Describe your actions if a student transfers to your school with an existing IEP.</div> <div data-bbox="203 1444 1291 1707"></div>	<ul style="list-style-type: none"> • 0 1. 100
4f	<div data-bbox="203 1707 1291 1770">How are general educators and other staff who are involved with a student with a disability informed of their responsibilities?</div> <div data-bbox="203 1770 1291 1932"></div>	<ul style="list-style-type: none"> • 0 1. 100

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

5	U-PASS Data	<ul style="list-style-type: none"> • 0
5a	Discuss four issues to consider when deciding how a student with disabilities will participate in the U-PASS testing program(s). (Unless preschool, K or over 18)	<ul style="list-style-type: none"> 1. 25 2. 50 3. 75 4. 100
5b	Describe three things you do when statewide tests (CRTs and others) are administered.	<ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100
5c	Describe two ways you have utilized data provided from U-PASS testing results.	<ul style="list-style-type: none"> • 0 1. 50 2. 100

6	Access to General Curriculum/LRE	<ul style="list-style-type: none"> • 0
6a	How does the IEP team determine the amount of special education and related services a student needs?	<ul style="list-style-type: none"> 1. 50 2. 100
6b	How does the IEP team determine placement?	<ul style="list-style-type: none"> • 0 1. 50 2. 100
6c	List three ways you ensure each student with disabilities participates with non-disabled peers to the maximum extent appropriate.	<ul style="list-style-type: none"> • 0 1. 33 2. 66 3. 100

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

6d	What are two responsibilities of general educators in developing and implementing an IEP?	• 0
		1. 50 2. 100
6e	How do general education teachers access IEP information for students in their class?	• 0
		1. 100
6i	As the LEA, how do you ensure that general education teachers and related service providers access and use the information from IEPs for student's with disabilities?	• 0
		1. 100

7	Paraeducators	• 0
7a	How are paraeducators trained in your school?	1. 100
7b	How is supervision provided for paraeducators when they are assigned to your school?	• 0
		1. 100

8	Program Improvement	• 0
8a	What is your school focusing on to improve success for all students?	1. 100
8b	How do these activities include provisions for students with disabilities?	• 0
		1. 50 2. 100

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

8c	What are your priorities for improving your school's special education program?	• 0
		1. 100

9	Professional Development	• 0
9a	How do you determine professional development needs in your school?	1. 100
9b	Who are the groups of people included in the training?	• 0
		1. 33 2. 66 3. 100

11	LRBI/Discipline and Safe Schools Data	• 0
11 a	When should an IEP team conduct a Functional Behavior Assessment and write a Behavior Intervention Plan?	1. 50 2. 100
11 b	When is it mandatory to conduct a manifestation determination?	• 0
		1. 100
11 d	What are two steps you and your team take when a student with an IEP has a behavior problem?	• 0
		1. 50 2. 100
11 e	Describe your procedure and practice when you suspend or remove a special education student from school for more than 10 days in a school year.	• 0
		1. 33 2. 66 3. 100

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

11 g	Who maintains disciplinary information on students with disabilities? Where are such records located?	<ul style="list-style-type: none"> 0
		1. 100
11 h	How are incidences, types, and durations of disciplinary actions, including suspensions of one day or more tracked?	<ul style="list-style-type: none"> 0
		1. 100

(If the school has students in grades K-8 only, skip questions 12c and 12d.)

12	Transition	<ul style="list-style-type: none"> 0
12 c	What are two purposes of developing a school to post-school transition plan for students with disabilities?	<ul style="list-style-type: none"> 1. 50 2. 100
12 d	List three things the IEP team considers when developing a school to post-school transition plan.	<ul style="list-style-type: none"> 0
		<ul style="list-style-type: none"> 1. 33 2. 66 3. 100

13	Extended School Year (ESY)	<ul style="list-style-type: none"> 0
13 b	What are two things you consider to determine whether a student is eligible for extended school year services?	<ul style="list-style-type: none"> 1. 50 2. 100

14	Procedural Safeguards	• 0
14 a	What are five of the IDEA procedural safeguards or parents' rights?	1. 20 2. 40 3. 60 4. 80 5. 100
15	Professional Development	• 0
15 a	What training have you had related to the state special education rules?	1. 100
16	Parent Involvement	• 0
16 a	What are two ways in which parents are involved in placement decisions?	1. 50 2. 100
16 b	Describe five areas in the overall special education process in which parents are involved in determining the educational needs and provision of services for their child.	• 0 1. 20 2. 40 3. 60 4. 80 5. 100

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

20	IEP Meetings	
20 a	How are your teachers documenting excusal or attendance not needed at IEP meetings?	<ul style="list-style-type: none">• 01. 100

21	What additional resources and/or training is needed to improve the special education program in your school or LEA?	No right answer

Additional Comments: